

Brockington Magnet School for Science & Technology

413 Brockington Road
Darlington, South Carolina 29550

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 4-6 Elementary School | |
| Enrollment | 426 Students | |
| Principal | Allison M. Baker | 843-398-5095 |
| Superintendent | Dr. Rainey Knight | 843-398-5200 |
| Board Chair | Mr. Warren Jeffords | 843-326-5970 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|------------------|-------------|----------------|----------------------|-----------------------|
| 0 | 17 | 71 | 13 | 0 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Unsatisfactory | Yes |
| 2005 | Average | Unsatisfactory | No |
| 2006 | Average | Unsatisfactory | No |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

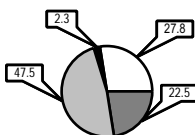
PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

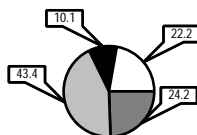
96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

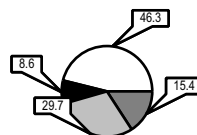
English/Language Arts



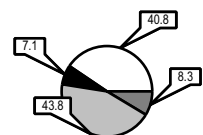
Mathematics



Science

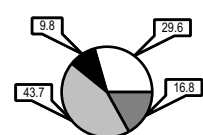
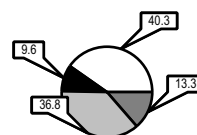
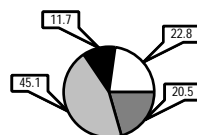
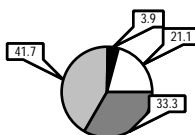


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 428 | 97.9 | 26.7 | 48.2 | 22.8 | 2.3 | 39.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 209 | 97.6 | 36.1 | 46.6 | 16.2 | 1.0 | 33.5 | N/A | N/A |
| Female | 219 | 98.2 | 17.6 | 49.7 | 29.1 | 3.5 | 44.7 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 158 | 98.1 | 18.2 | 46.2 | 32.2 | 3.5 | 51.7 | Yes | Yes |
| African American | 263 | 97.7 | 32.4 | 48.5 | 17.4 | 1.7 | 30.7 | Yes | Yes |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 380 | 99.5 | 22.5 | 49.9 | 25.1 | 2.6 | 43.0 | N/A | N/A |
| Disabled | 48 | 85.4 | 64.1 | 33.3 | 2.6 | 0.0 | 5.1 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 428 | 97.9 | 26.7 | 48.2 | 22.8 | 2.3 | 39.2 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 428 | 97.9 | 26.7 | 48.2 | 22.8 | 2.3 | 39.2 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 296 | 97.6 | 33.1 | 50.0 | 15.8 | 1.1 | 28.6 | Yes | Yes |
| Full-pay meals | 132 | 98.5 | 12.9 | 44.4 | 37.9 | 4.8 | 62.1 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 428 | 98.4 | 21.4 | 43.9 | 24.5 | 10.2 | 51.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 209 | 98.1 | 26.0 | 40.6 | 20.8 | 12.5 | 47.9 | N/A | N/A |
| Female | 219 | 98.6 | 17.0 | 47.0 | 28.0 | 8.0 | 54.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 158 | 98.1 | 11.9 | 40.6 | 28.0 | 19.6 | 64.3 | Yes | Yes |
| African American | 263 | 98.5 | 27.6 | 46.5 | 22.2 | 3.7 | 42.4 | Yes | Yes |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 380 | 99.5 | 16.2 | 45.3 | 27.1 | 11.4 | 55.3 | N/A | N/A |
| Disabled | 48 | 89.6 | 65.9 | 31.7 | 2.4 | 0.0 | 14.6 | I/S | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 428 | 98.4 | 21.4 | 43.9 | 24.5 | 10.2 | 51.0 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 428 | 98.4 | 21.4 | 43.9 | 24.5 | 10.2 | 51.0 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 296 | 98.3 | 27.6 | 46.6 | 19.4 | 6.3 | 43.7 | Yes | Yes |
| Full-pay meals | 132 | 98.5 | 8.1 | 37.9 | 35.5 | 18.5 | 66.9 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 428 | 98.1 | 46.2 | 29.8 | 15.4 | 8.6 | 24.0 |
| Gender | | | | | | | |
| Male | 209 | 98.1 | 46.9 | 26.8 | 14.4 | 11.9 | 26.3 |
| Female | 219 | 98.2 | 45.5 | 32.7 | 16.3 | 5.4 | 21.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 158 | 98.1 | 33.8 | 32.4 | 17.9 | 15.9 | 33.8 |
| African American | 263 | 98.1 | 54.7 | 27.8 | 13.9 | 3.7 | 17.6 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 380 | 99.5 | 41.9 | 31.9 | 16.5 | 9.7 | 26.2 |
| Disabled | 48 | 87.5 | 80.0 | 13.3 | 6.7 | 0.0 | 6.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 428 | 98.1 | 46.2 | 29.8 | 15.4 | 8.6 | 24.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 428 | 98.1 | 46.2 | 29.8 | 15.4 | 8.6 | 24.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 296 | 98.0 | 55.7 | 28.0 | 11.8 | 4.4 | 16.2 |
| Full-pay meals | 132 | 98.5 | 25.6 | 33.6 | 23.2 | 17.6 | 40.8 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 428 | 98.1 | 40.7 | 43.9 | 8.3 | 7.1 | 15.4 |
| Gender | | | | | | | |
| Male | 209 | 98.1 | 43.3 | 37.1 | 9.8 | 9.8 | 19.6 |
| Female | 219 | 98.2 | 38.1 | 50.5 | 6.9 | 4.5 | 11.4 |
| Racial/Ethnic Group | | | | | | | |
| White | 158 | 98.1 | 33.8 | 46.2 | 7.6 | 12.4 | 20.0 |
| African American | 263 | 98.1 | 45.7 | 42.0 | 8.6 | 3.7 | 12.2 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 380 | 99.5 | 35.9 | 47.0 | 9.1 | 8.0 | 17.1 |
| Disabled | 48 | 87.5 | 77.8 | 20.0 | 2.2 | 0.0 | 2.2 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 428 | 98.1 | 40.7 | 43.9 | 8.3 | 7.1 | 15.4 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 428 | 98.1 | 40.7 | 43.9 | 8.3 | 7.1 | 15.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 296 | 98.0 | 48.3 | 41.7 | 5.9 | 4.1 | 10.0 |
| Full-pay meals | 132 | 98.5 | 24.0 | 48.8 | 13.6 | 13.6 | 27.2 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 149 | 100.0 | 28.0 | 47.6 | 24.5 | 0.0 | 24.5 |
| | 5 | 156 | 99.4 | 29.5 | 55.0 | 14.8 | 0.7 | 15.4 |
| | 6 | 157 | 100.0 | 40.4 | 37.1 | 19.9 | 2.6 | 22.5 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 134 | 97.0 | 20.8 | 51.7 | 25.8 | 1.7 | 27.5 |
| | 5 | 151 | 97.4 | 26.8 | 53.6 | 18.8 | 0.7 | 19.6 |
| | 6 | 143 | 99.3 | 31.8 | 39.4 | 24.2 | 4.5 | 28.8 |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 149 | 100.0 | 25.9 | 35.7 | 29.4 | 9.1 | 38.5 |
| | 5 | 156 | 99.4 | 26.8 | 43.6 | 20.1 | 9.4 | 29.5 |
| | 6 | 157 | 100.0 | 25.2 | 49.7 | 21.2 | 4.0 | 25.2 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 134 | 97.8 | 22.3 | 43.0 | 25.6 | 9.1 | 34.7 |
| | 5 | 151 | 98.0 | 25.9 | 43.2 | 17.3 | 13.7 | 30.9 |
| | 6 | 143 | 99.3 | 15.9 | 45.5 | 31.1 | 7.6 | 38.6 |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 149 | 100.0 | 50.3 | 32.9 | 11.9 | 4.9 | 16.8 |
| | 5 | 156 | 99.4 | 46.3 | 34.9 | 12.1 | 6.7 | 18.8 |
| | 6 | 157 | 100.0 | 34.4 | 33.8 | 21.2 | 10.6 | 31.8 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 134 | 97.0 | 45.2 | 33.1 | 16.1 | 5.6 | 21.8 |
| | 5 | 151 | 98.0 | 50.7 | 28.6 | 10.0 | 10.7 | 20.7 |
| | 6 | 143 | 99.3 | 42.4 | 28.0 | 20.5 | 9.1 | 29.5 |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 149 | 100.0 | 31.5 | 53.1 | 12.6 | 2.8 | 15.4 |
| | 5 | 156 | 99.4 | 40.9 | 51.7 | 4.7 | 2.7 | 7.4 |
| | 6 | 157 | 100.0 | 54.3 | 32.5 | 10.6 | 2.6 | 13.2 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 134 | 97.0 | 33.1 | 46.0 | 12.1 | 8.9 | 21.0 |
| | 5 | 151 | 98.0 | 44.3 | 45.7 | 7.1 | 2.9 | 10.0 |
| | 6 | 143 | 99.3 | 43.9 | 40.2 | 6.1 | 9.8 | 15.9 |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 426) | | | | |
| First graders who attended full-day kindergarten | N/R | N/A | 100.0% | 100.0% |
| Retention rate | 0.0% | Down from 0.9% | 3.2% | 2.8% |
| Attendance rate | 97.9% | Down from 99.2% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.6% | Down from 1.7% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.2% | Down from 1.7% | 0.0% | 0.0% |
| Eligible for gifted and talented | 10.5% | Down from 12.6% | 9.7% | 10.4% |
| On academic plans | 42.7% | N/AV | 39.2% | 33.6% |
| On academic probation | 0.0% | N/AV | 1.4% | 1.0% |
| With disabilities other than speech | 10.3% | Down from 11.3% | 8.3% | 7.5% |
| Older than usual for grade | 1.9% | Up from 1.5% | 1.0% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n= 26) | | | | |
| Teachers with advanced degrees | 46.2% | Up from 38.5% | 53.8% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 0.0% | N/A | 0.0% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 74.0% | Down from 83.0% | 87.6% | 87.3% |
| Teacher attendance rate | 94.7% | Down from 97.1% | 95.0% | 94.9% |
| Average teacher salary | \$40,731 | Up 0.2% | \$42,385 | \$42,485 |
| Prof. development days/teacher | 10.5 days | Down from 12.4 days | 14.2 days | 13.3 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.7 to 1 | No change | 18.2 to 1 | 18.6 to 1 |
| Prime instructional time | 90.9% | Down from 95.2% | 89.4% | 89.7% |
| Dollars spent per pupil* | \$5,324 | Down 7.3% | \$6,341 | \$6,557 |
| Percent of expenditures for teacher salaries* | 63.0% | Up from 61.9% | 64.5% | 64.0% |
| Percent of expenditures for instruction* | 66.0% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Good | Up from Average | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 8.6% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | Yes |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-06 school year, the school community of Brockington Elementary Magnet School for Science and Technology placed emphasis on the school's new Character Education Program: EAGLE EYES, We Know Character When We See It. Each grade level collaborated to select monthly incentives for good behavior. At the conclusion of the school year, deserving students at each grade level were rewarded with a class trip. All these measures generated a wealth of excitement around campus.

Students' MAP scores became a large area of academic focus during the 2005-06 school year. After the fall testing season, teachers helped students set goals, and this information was shared with parents. The goals were tied to individual strengths and helped teachers better prepare students for PACT. Small group settings were utilized to assist students with areas of weakness.

For staff development, teachers participated in study groups of the Results Fieldbook. Additionally, the staff benefited from A Framework for Poverty, sound bites. This was especially pertinent since Brockington is a Title I school. Other important topics examined during staff development targeted teacher-made assessments and utilizing data to make decisions in the classroom.

Electives continued to make a splash during 2005-06. Digital Media Productions, Drama, Folk Instruments, and Guitar were added classes. Students demonstrated enthusiasm for these activities. Everyone enjoyed the Bailee Players and their assistance in producing the year's school play, "The Wizard of Oz."

Parent volunteers were a pivotal element during 2005-06. Without their assistance the success of so many of our programs would not have been possible. Each year, our community becomes increasingly fused together, and the children we serve benefit because of the close ties of our community.

Allison M. Baker, Principal
Angie Jordan, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 27 | 131 | 81 |
| Percent satisfied with learning environment | 81.5% | 84.5% | 84.2% |
| Percent satisfied with social and physical environment | 84.6% | 80.8% | 81.3% |
| Percent satisfied with school-home relations | 74.1% | 89.3% | 81.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.